
2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet – REVISED APRIL 1st, 2005

Name of Principal Ms. Marilyn F. Walder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Yonkers Public School Twenty-nine School Code: 66-23-00-01-0029
(As it should appear in the official records)School Mailing Address 47 Croydon Road
(If address is P.O. Box, also include street address)Yonkers (Westchester County) New York 10710-1027
City State Zip Code+4 (9 digits total)Tel. (914) 376-8585 Fax (914) 961-1287Website/URL yonkerspublicschools.org E-mail mwalders@yonkerspublicschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____Name of Superintendent* Mr. Angelo Petrone
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Yonkers Public Schools Tel. (914) 376-8000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____Name of School Board
President/Chairperson Mr. Robert Ferrito
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

29	Elementary schools
5	Middle schools
	Junior high schools
5	High schools
1	Other (Briefly explain) – <i>Alternative School</i>
40	TOTAL

2. District Per Pupil Expenditure: \$10 - \$11,000 per regular education student
 Average State Per Pupil Expenditure: \$8,000

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - ☒ Urban or large central city
 - ☐ Suburban school with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural

4. 14 Number of years the principal has been in her/his position at this school.
 (+5 years as Assistant Principal)
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre-K	23	14	37		7 Spec. Ed. Only	3	1	4
K	43	23	66		8			
1	40	24	64		9			
2	30	31	61		10			
3	23	35	58		11			
4	33	24	57		12			
5	32	25	57					
6	33	33	66		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					470

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>22</u> | % White |
| <u>35</u> | % Black or African American |
| <u>34</u> | % Hispanic or Latino |
| <u>8</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 13 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	45
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	62
(4)	Total number of students in the school as of October 1	470
(5)	Subtotal in row (3) divided by total in row (4)	.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 9 %
52 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: *Fanti, Spanish, Pashto, Albanian, Tegalog, Malayalam, Thai, Portuguese, Twi, Arabic, Hindi*

9. Students eligible for free/reduced-priced meals: 51 %

242 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 29 %
134 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>51</u> Autism	<u>9</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>21</u> Speech or Language Impairment
<u>13</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>32</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

* 3 Pre-schoolers with disability.

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>3</u>
Special resource teachers/specialists	<u>13</u>	<u>16</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>57</u>	<u>1</u>
Total number	<u>105</u>	<u>20</u>

12. Average school student-“classroom teacher” ratio: 24:1 – Regular Education
12:1:1+2 – Special Education
12:1:1+3 – Autistic & Self-Care

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	90 %	90 %	91 %	91 %
Daily teacher attendance	99 %	95 %	95 %	95 %
Teacher turnover rate	<1 %	1 %	1 %	1 %
Student dropout rate	N/A %	0 %	0 %	0 %
Student drop-off rate	N/A %	0 %	0 %	0 %

PART III - SUMMARY

Yonkers Public School Twenty-nine, also known as the Westchester Hills Elementary School within the community, which serves approximately 470 Pre K- 7th grade students is located on a 9.5 acre on the North East quadrant of the city of Yonkers. It is a large, one story facility, set in a suburban, multiculturally populated area of one family houses and apartments. The architectural addition to the present structure has increased to accommodate an additional Special Education population. The Specially Challenged population is now 29%. This includes a specialized program for students identified as Autistic by the committee on special education. Presently, there are 35% students identified on the ethnicity report to be of African descent origin, 34% to be of Hispanic origin and 31% identified as Non-Minority with the Department of Research Evaluation / Testing.

In April of 1993, out of over 6,000 schools, Red Book Magazine internationally recognized School Twenty-nine as one of America's 177 best schools nationwide. This recognition is accomplished and maintained through a dedicated commitment to excellence in education for all students, both regular and special populations. All students within School Twenty-nine are challenged to become 'life long learners' who achieve their personal best through sheer determination, hard work and much practice. It is simply a 'Paradigm for Success' in action with all stakeholders working collaboratively in a partnership to ensure that our students are successfully prepared to meet the challenges of an economically competitive, technology advanced, culturally diverse, knowledge based, Twenty First Century society. The collective synergy of School Twenty-nine is reflected within its community through a cooperative, enthusiastic attitude, which conveys 'great expectations' for each child. We prepare our students to thrive within the 21st Century, by recognizing the wonderful limitless possibilities for their lives through their successful achievement within school.

Nearly 100% of School Twenty-nine's professional teaching staff hold Master's degrees, with 36% having taught 15 or more years, 25% having taught 10 or more years, and 39% having taught 5-0 years. This increase in new teaching staff can be attributed to retirement incentives and the new program designed to serve the CSE identified "Autistic" population. The current student/teacher ratios for regular education classes are 18:2-Pre-K, 21:2-K, 21:1-1st Grade, 22:1-2nd Grade, 23:1-3rd Grade, 22:1-4th Grade, 23:1-5th Grade, 30:1-6th Grade.

The School Twenty-nine professional staff of teachers and clinicians continue to inspire student learning through excellent instruction, commitment, and especially by maintaining high expectations for all children. Consequently, School Twenty-nine offers an eclectic curriculum designed to incorporate the initiatives of Multiculturalism, Ecology Magnet focus, high teacher expectations, and varied multi-modality strategies, all in a more integrated fashion. With enthusiasm, professionals and school support staff collaborate on staff development teams, School Wide Committee, Ecology Magnet teams, Grade Level Standards Committees, Multicultural Committees, Technology Teams, Academic Intervention Services (AIS) Teams, and Shared Decision Making Committee (SDMC).

School Twenty-nine's Shared Decision Making Committee is integrally involved in the educational process with a twelve member mandated team representing constituency of staff, parents, administrators, teachers, civil services and students. As a lead team, the Shared Decision Making Committee of School Twenty-nine is dedicated to the actualization of life long learning as well as the promotion of excellence and equity for all learners. The School Twenty-nine S.D.M.C. design format is modeled in accordance with the Yonkers Public Schools District Plan as approved by New York State Education Department.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1.

School Twenty-nine faces the typical difficulties that any large, urban school districts with an ethnically diverse student body encounters. Presently, many of our students are from single parent homes and at least 40% reside in substandard housing. School 29 serves free or reduced breakfast and lunch to more than half of its population. Furthermore, over one fifth of our population qualifies for 12 month program. Adding to our school's uniqueness is the fact that over 29% of our student body consists of students who have been identified by CSE as in need of special services and/or programs. Despite their difficulties, a majority of these students are required to participate in the standardized testing process and are given minimum or no modifications. We have worked hard to insure that all students, regardless of race, economic stature or disability, are given the tools they need to excel. The degree to which we have succeeded in this endeavor is readily evident in our test scores.

To begin the process of schooling our students, we placed significant emphasis on alleviating the performance discrepancy between minority and majority students from differing ends of the economic spectrum. In 1989/90, standardized test scores demonstrated a 55% discrepancy between minority and majority students.

To address these needs and ameliorate these serious academic deficits / performance, School Twenty-nine's staff began a progressive staff development program, with expectations for high performance focused on staff development, high expectations for all students, Multicultural inclusivity magnet development, and parent involvement. Our staff begun by attending programs such as Efficacy, Dimension of Learning, Positive Action, Targeted Instruction Training, Technology Training, TEACCH Training, Format Training, Curriculum Development, Congruence Team Trainings, etc., all combined to enhance student performance and to decrease behavioral management concerns. Staff attended university studies, in/out of district staff development and in house peer coaching and collegial support trainings. Presently, all of the professional staff possess Masters Degrees and some are involved in doctoral studies. The staff is committed to providing the vital tools necessary to facilitate life long learning.

In addition, staff focused on further student development through the implementation of AIS (Academic Instructional Services), providing each student with an individualized program of instruction in order to meet the unique needs of each student. The teachers, administrators and support staff continued working diligently to dispel the myth regarding students and learning and to actualize the belief that "All Students Can Succeed". We expanded existing services, providing Math and Reading laboratories, implementing the Compass Learning, and continuously provide assessments utilizing Progressive Children's Progress (GEEL), DRA, Terra Nova and New York State ELA / Math / Science examinations. We utilized results to write and implement prescriptives for all students. We provided invigorating curriculum such as, Process Writing, especially using the Great Source Writing Program and the Whole Language Approach. We also utilized the Houghton Mifflin Science Program and Scott Foresman Program, which included the Investigations – Hands-on Process.

Other instructional techniques and modalities include Blooms Taxonomy, Thematic Teaching, Literacy Circles, Book Talks, Authors' Studies, Peer/Buddy Tutoring, Team Teaching, Cooperative Grouping, Targeted Instruction (small groups), Cognitive Operations and Experiential / Investigative / Systematic Teaching.

In the area of Parenting, we undergirded the PTA and hosted continuous parent trainings in areas of Clinical Supports, ELA instruction, trips, book fairs, autism training, Annual Review Process training, Open House, Test Interpretation training, teacher / parent conferences, etc.

In areas where improvement goals have not been met, various strategies are considered and implemented to enhance the success of our students. One such method has been the implementation of a multi-sensory approach in all subject areas. School 29 also offers a variety of services such as Occupational Therapy, Physical Therapy, Speech, Vision, Hearing, and Clinical assistance. This ensures that all students, including our special population, are given the opportunity to achieve academic success.

School 29 acts as a safe haven, in which students thrive and excel in a friendly, non-threatening and supportive environment. Facilities such as playgrounds, gymnasiums and programs such as Chess Club, Trout Club, Scrabble and Social Skills Club, and Boys and Girls Basketball, help to facilitate the overall positive setting of our school.

Our student body continues to reflect diversity of cultures, ethnicities, and special education populations. However, today we are very pleased with our overall progress in student achievement. Recently in 2005, our students scored 100% mastery on the New York State examinations. We credit our success to the hard work of a most outstanding faculty, the support of administration, parent involvement, student self-enhancement and development in the areas of accountability.

2.

School Twenty-nine continues to eliminate the vestiges of segregation and the inequities of poverty, while simultaneously maintaining high expectations, providing varied teaching strategies, including multicultural learning, and an inviting school climate for all students. School Twenty-nine's SDMC addresses six specific targeted goals which would inspire our students to excel optimally, while integrally involving parents in the education of their children.

To begin the initial process of a Needs Assessment, the SDMC analyzed student data of the Terra Nova Achievement Test and the New York State Pupil Evaluation Performance tests. Other standardized tests, including the New York State English Language Arts (ELA), Mathematics, New York State Science and New York State Social Studies results for students within School Twenty-nine over the past three years were reviewed and analyzed to gain further insights. A course was chartered based upon the results of an analysis of standardized test scores, demographics, and the EIP II (Education Improvement Plan) District Wide plan as well as School Twenty-Nine's community observation of needs.

The results of these tests are used to identify students' specific weaknesses so that Targeted Instruction can assist correcting these student deficits. Professionals / Teams utilize individual and classroom assessment profiles to construct congruence plans as related to grade level and district / state standards.

3.

Assessment data is communicated to the community, parents, and students in various ways. Parent workshops are held throughout the year to educate and inform parents as to the types of assessments their children will be exposed to. This is one method in which classroom and special teachers / administrators interact with parents. Scores are published in the local newspaper as well as The New York Times. There are open school nights where the parents are invited and the scores are presented and explained to them. Scores are also announced on the PA and explained to the children.

State and district reports are mailed to parents explaining assessment results. A district-wide School Fair is held and all parents are invited. Students review their results with clinical teams and work on goals for the following year.

4.

School 29 shares its successes with other district schools by holding workshops and inviting other teachers to attend. Teachers also go into other schools and address the teachers and help them in areas of concerns. Assessments are discussed and explained. Administrators share successes and information with district leadership and colleagues.

School 29 incorporates various instructional methods to improve student learning. The Open Court Reading Program utilizes guided reading in conjunction with shared reading. Technology and overhead projectors are used to teach and reinforce concepts in various subjects. The Scott Foresman Math Program and Compass Learning are also utilized. Two other strategies being used are cooperative learning and peer grouping. Experiential learning is ongoing with students gaining invaluable insights and knowledge through community experiences / trips.

The teachers of Special Education employ Edmark Reading and The Multi-Sensory Approach to Reading. Touch Math is also utilized for its effective hands-on kinesthetic / tactile effectiveness. Trips are also an important teaching tool.

Other schools can look at School Twenty-nine's web site where the scores are listed. District Superintendent reports results which are distributed at principal's meetings to be shared with others who are interested in gaining insights.

PART V – CURRICULUM AND INSTRUCTION

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Our student body continues to reflect diversity of culture and ethnicity in population. Our great expectation with such an opportunity is to reach students from all walks of life (11 languages spoken within our school) and maximize their achievement, regardless of the life obstacles and economic challenges experienced daily. Therefore, as we set about the task of demystifying education for our students, insuring our students' continued optimum success, and meeting the New York State Standards and goals, we established school wide goals.

In the area of Language Arts, we noted demonstrated needs as related to skill development, in the areas of Reading Comprehension, Orthographic Awareness, Analyzing of Text, Editing, and Evaluation Meaning. After a considerable one year study of three programs, 100% of the staff voted to utilize the Open Court Reading Series.

Our challenging Language Arts curriculum is undergirded through the use of this multicultural / ecological enrichment series. We also offer a strong Basic Skills Approach, emphasizing Differentiated Instruction, Multimodality Approaches (Graphic Organizers, Peer/Buddy Tutoring, Literature Circles, Book/Accountable Talk, Blooms Taxonomy, Author Studies, Experiential/ Systematic / Investigative Learning). Simultaneously, the reading program promotes the New York State Standards, enabling students to not only achieve, but to exceed mastery and beyond. We also use EdMark and the Multisensory Reading Program, involving our students in an invigorating academic process. We have had tremendous success through our use of "A Balance Approach to Reading", especially through our integration of such in interrelational instruction in all subject areas.

A Balanced Approach to Reading, which supports the learning of the New York State Standards and the Yonkers Public School District Wide Curriculum is also implemented in every classroom, to every student. It is our mission to integrate all programs so that our students will connect reading, writing, math science and social studies.

After further study of our students' portfolios, our goal in mathematics is that students improve in the following skills areas: problem solving, reasonable information, critical thinking, understanding mathematical language and computation. To accomplish this goal, further integration of Mathematics, Science and Technology is offered so that students gain the knowledge and skills necessary for real life, consequently expanding their confidence and ability in living, learning, working, enjoying and problem solving in the real world.

The Scott Foresman Mathematics Series is utilized presently throughout the school with the hands-on experiential Investigations Learning Skills and (the problem of the day) utilized within classes as well. A hands-on experiential approach to Mathematics, the Move It Math Program, (hands-on manipulatives, cooperative learning and collaborative learning) and Touch Math, with some components of the McGraw Hill / Heath Programs are also utilized in the areas of drill and practice to insure improvement in these areas. For the first time ever, a long awaited Mathematics Laboratory and the Compass Learning Program are offered within the school building. Students are challenged on an individualized basis, from assessment to prescriptions, instruction, and then assessment again.

The academic program of our school also integrates all subject areas including music and art. Students are taught to look for and make connections in their learning with the myriad aspects of life. As a magnet school of Ecology, we teach students to gain understandings as related to the balance of nature and environment as related to every day life experiences. Our multi-faceted creative Arts Program is connected to our academic program through a thematic focus on the biosphere (the living earth and the biomes, the geographical regions of the earth, mountains, oceans, deserts, etc.). The art / music teachers support the classroom teacher in interrelating these themes to "Art and Music as Life". All students are involved in a specialized art program, which emphasizes the classic works of renowned artists such as Picasso and Cezanne.

In addition to mainstream art classes, the school implements an Art Therapy Program. This hands-on approach addresses the varied needs of Autistic students in an attempt to allow these students to move outside of the physical and psychological barriers hindering their educational growth and experiences. For several years, students have been involved in Living Art Programs, studying art as related to continents, cultures and people. These studies culminated with visits to the museums throughout New York State including The Museum of Natural History, The Native American Museum, The Jewish Museum, The Asian Museum, etc.

Yonkers Public School Twenty-nine also offers weekly vocal music classes, music therapy and

choir, to every student within the school. This, in conjunction with our other programs, facilitates our goal of educating the whole child. Our students' involvement in this rigorous, yet invigorating academic process, continues to inspire them to become life-long learners, well prepared for the 21st Century.

2.

School 29 uses Open Court Reading Program. It incorporates a balanced approach to reading by implementing shared reading, vocabulary development, phonetic awareness, print awareness, alphabetic awareness, orthographic awareness, reading practice and comprehension. A major awareness is placed on drill and practice, whole language integrated to phonics and experiential hands-on learning. Open Court also employs use of overhead projector and computer assisted learning. Cooperative learning and peer tutoring are two other strategies employed. The approach has recognized that if children are to learn to read with fluency and comprehension, they need explicit, systematic skills instruction and rich experiences with authentic literature. From Kindergarten through level 7, the program emphasizes fluency, comprehension, writing, research, and inquiry with the goal of developing students who are truly life long learners and readers.

3.

The instructional program of School Twenty-nine is designed to provide students with unlimited opportunities to investigate human kind through an excellent interdisciplinary core curriculum, which features ecology as a magnet focus. Students are challenged to investigate human kind through a study of their biosphere-The Living Earth- and the BIOMES which exist within it. Our hope is that as students acquire knowledge and examine current realities confronting human kind, they will develop the commitment and skills essential to its rescue and ultimately their survival. School Twenty-nine students are encouraged through instruction to apply varied methods of inquiry and knowledge learned in a creative logical manner. Through such an instructional program, our students are inspired to become life long learners who achieve their personal best.

Ecology curriculum integrates science, reading, math, and social studies based on New York State standards. At School Twenty-nine we use Houghton Mifflin Discovery Works Science Program which offers our students a structured thematic unit approach allowing them to experience the scientific method as they explore for meaning as related to real life experiences. This scientific approach is consistently interrelated to the Ecology and Technology areas. Ecology also incorporates Social Studies as students gain invaluable life experiences exploring geographical regions of the earth, cultures, communities and people. McGraw Hill Social Studies Series supports our Ecology / Social Studies components, while fostering gainful Technology experiences through Internet Field trips and the likes. Children are encouraged to excel in these areas by incorporating various methodologies such as outside ecological programs like BOCES Outdoor Education Program, including Global Works which come into the school. We hope to create life-long learners with a mature understanding of the environment.

4.

Children learn using a variety of modalities, approaches and programs. School 29 strives to address all learning styles by using different instructional methods such as visual, auditory, tactile, and kinesthetic.

This systematic approach to instruction empowers our students to develop the necessary inquiry skills to explore and research. Some programs, which are used, are:

- Overhead Projectors, Laser Disc Technology, Computers, Move It Math Manipulatives
- SMART --Student and Mature Adults Read Together
- Compass Learning—Computer based program covering reading, math and writing. Designed to prepare all students in achieving optimum results on the New York State tests.
- Cooperative Learning and Peer Tutoring
- Multicultural Studies—which foster an interest in and respect for all cultures and histories of people. A feast culminates the year's activities.
- EPIC Program – which encourages parent involvement.
- Accelerated Reading Program—This program encourages increased student reading and

- increased student reading comprehension.
- Efficacy and Positive Action Programs—concentrate on enhancing self- esteem and self-respect.
- Juvenile Law—is presented to fourth grade students.
- DARE (Drug Awareness Resistance Education)—is presented to fifth grade students by a local law enforcement official.
- BOCES Outdoor Education Program and the Trout in the Classroom Program – enhance the students understanding of nature and ecology.
- Special Education After School Program—This program serves the autistic and multiply challenged students. It fosters social skills and emotional development.
- Special Education Family Picnic- strengthens the relationship between families, students and staff.
- Special Education Scouting Program-In school scouting program which services both the autistic and multiply challenged students.
- Girl Scout Program- In school scouting program, which services elementary education students.
- Annual Ecology Presentation— Participation in the N.Y. State “I’m a Green Nation” contest.
- Targeted Instruction—At-risk 3rd, 4th and 5th grade students are identified and provided with after school instruction tailored to improve their academic weaknesses.
- Open Court Reading Program- incorporates a balanced approach to reading instruction, focusing on reading, writing, listening, and speaking.
- Edmark Reading Program, Touch Math, Multi-sensory Approach to Learning

This multifaceted instructional program is integrated into our curriculum, linking students, teachers, staff and parents, thus ensuring our student’s success in the classroom and life.

5.

The faculty of School 29 receives ongoing training to keep current with new pedagogical methods and practices. Included is the use of the Accelerated Reading Program and participation in an American History Grant. Staff are being thoroughly involved in training, especially enhanced by district wide staff developers. Areas of Staff Development include A Balanced Approach to Reading, Scott Foresman Math Program, Houghton Mifflin Science Program, McIntosh Technology Systems, The Open Court Reading Series, Ecology as Magnet Trainings, Compass Learning Math, Data Analysis Trainings, Academic Intervention Strategies, Title I Meetings, OSHA Stress Management, Peak Performance, Low Back Injury Workshops, meetings and conferences are offered both externally and internally within the district and school. In accordance with Goal VI, we will continue to promote the development and education of all members of School 29 to support professional accountability and commitment.

The School Twenty-nine professional staff of teachers and clinicians continue to inspire student learning through excellent instruction, commitment, accountability, assessments, prescriptions and especially by maintaining high expectations for all children. With enthusiasm, we collaborate on staff development teams, Ecology Magnet teams, Grade Level Standards, School-wide Committees, Open Court Congruence Meetings, Positive Action, AIS Teams, Multicultural Committees, and Technology teams. School Twenty-nine continues to offer an eclectic curriculum designed to incorporate the initiatives of Multiculturalism, Ecology Magnet focus, high teacher expectations and cooperative education, all in a more integrated fashion. Also our staff consistently educates our parent body in support of these children’s achievements.

PART VII - ASSESSMENT RESULTS

Yonkers Public School #29
47 Croydon Road
Yonkers, NY 10710

State Criterion- Referenced Tests

Grade: 4

Test: New York State Testing Program / Mathematics

Edition/Publication Year: 2004

Publisher: CTB - McGraw Hill

Number of students in the grade in which the test was administered : 57

Number of students who took the test: 41

Groups excluded from testing:

1. English Language Learners (ELL)
2. Special education students (lower functioning)

Why, and how were they assessed:

1. ELL students were assessed by using the NYSELAT to determine English Language proficiency.
2. Special education youngsters were assessed via the NYS Alternate Assessment coinciding with their abilities.

Number excluded: 16

Percent excluded: 28

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results:

Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

State Criterion-Referenced Tests
Data Display Table

Yonkers PS#29
47 Croydon Road
Yonkers, NY 10710

Subject: Mathematics
Test : NYS Testing Program
Grade: 4

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May
School Scores				
Level 1	100	100	100	100
Level 2	98	100	100	100
Level 3	98	98	87	80
Level 4	61	55	19	39
Number of students tested	41	44	47	49
% of total students tested	72	83	--	--
Number of students excluded	16	0	--	--
% of students excluded	28	17	--	--
SUBGROUP SCORES				
1. Economically Disadvantaged				
Level 1	100	100	100	100
Level 2	100	100	100	96
Level 3	96	97	83	70
Level 4	61	53	4	22
Number of students tested	23	30	23	27
2. Not Low Income				
Level 1	100	100	100	100
Level 2	100	100	100	100
Level 3	100	100	92	91
Level 4	61	57	33	59
Number of students tested	18	14	24	22
NY STATE SCORES				
Level 1	100	100	100	100
Level 2	97	95	93	91
Level 3	81	79	68	69
Level 4	26	31	23	26

Assessments Referenced Against State Norms Data Display Table

Yonkers PS#29
47 Croydon Road
Yonkers, NY 10710

Subject: Mathematics Test: NYS
Testing Program / Mathematics
Edition/Publication year: 2003
Publisher: CTB / McGraw Hill
Grade: 4

Number of students in the grade in which the test was administered: 57

Number of students who took the test: 41

What groups were excluded from testing? :

1. English Language Learners (ELL)
2. Special Education youngsters who met criteria for alternate testing

Why, and how were they assessed? :

1. ELL students were assessed using the NYSELAT
2. Special education students were assessed using the NYS Alternate Assessment

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles X

%'s	2003-2004	2002-2003	2001-2002	2000-2001
Represent Students Meeting/Exceeding State Scores				
Testing Month	May	May	May	May
SCHOOL SCORES				
Total Score	98	978	87	80
Number of students tested	41	43	47	49
Percent of total students tested	72	83		
Number of students excluded	16	9	--	--
Percent of students excluded	28	17	--	--
SUBGROUP SCORES				
1. Economically Disadvantaged	96	97	86	70
Number of students tested	23	29	21	27
2. Not Low Income	100	100	88	91
Number of students tested	18	14	26	22
3. Black (Not Hispanic)	100	100	82	63
Number of students tested	19	19	22	19
4. Hispanic	90	93	87	86
Number of students tested	10	15	15	14

	2003-2004	2002-2003	2001-2002	2000-2001
STATE MEAN SCORE	658	659	644	655

State Criterion- Referenced Tests

Grade: 4

Test: New York State Testing Program / English Language Arts

Edition/Publication Year: 2004

Publisher: CTB - McGraw Hill

Number of students in the grade in which the test was administered : 57

Number of students who took the test: 42

Groups excluded from testing:

1. English Language Learners (ELL)
2. Special education students (lower functioning)

Why, and how were they assessed:

2. ELL students were assessed by using the NYSELAT to determine English Language proficiency.
2. Special education youngsters were assessed via the NYS Alternate Assessment coinciding with their abilities.

Number excluded: 13

Percent excluded: 26

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results:

Elementary-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

State Criterion-Referenced Tests
Data Display Table

Yonkers PS#29
47 Croydon Road
Yonkers, NY 10710

Subject: English Language Arts
Test : NY State Testing Program
Grade: 4

	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	February	February	February	February
School Scores				
Level 1	100	100	100	100
Level 2	978	100	100	100
Level 3	98	97	83	73
Level 4	69	56	24	20
Number of students tested	42	39	42	45
% of total students tested	74	75	--	--
Number of students excluded	13	13	--	--
% of students excluded	26	25	--	--
SUBGROUP SCORES				
1. Economically Disadvantaged				
Level 1	100	100	100	100
Level 2	95	100	100	100
Level 3	95	96	76	71
Level 4	68	50	14	13
Number of students tested	19	24	21	24
2. Not Low Income				
Level 1	100	100	100	100
Level 2	100	100	100	100
Level 3	100	100	90	76
Level 4	65	63	33	29
Number of students tested	23	15	21	21
NY STATE SCORES				
Level 1	100	100	100	100
Level 2	94	94	92	94
Level 3	62	66	62	60
Level 4	13	22	21	17

Assessments Referenced Against State Norms Data Display Table

Yonkers PS#29
47 Croydon Road
Yonkers, NY 10710

Subject: English Language Arts
Test: NYS Testing Program / English
Language Arts
Edition/Publication year: 2003
Publisher: CTB / McGraw Hill
Grade: 4

Number of students in the grade in which the test was administered: 57

Number of students who took the test: 42

What groups were excluded from testing? :

3. English Language Learners (ELL)
4. Special Education youngsters who met criteria for alternate testing

Why, and how were they assessed? :

3. ELL students were assessed using the NYSELAT
4. Special education students were assessed using the NYS Alternate Assessment

Scores are reported here as (check one): NCEs _____ Scaled Scores _____ Percentiles ☒

%’s Represent Students Meeting/Exceeding State Scores	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	February	February	February	February
SCHOOL SCORES				
Total Score	98	97	83	73
Number of students tested	42	39	42	45
Percent of total students tested	74	75		
Number of students excluded	13	13		
Percent of students excluded	26	25		
SUBGROUP SCORES				
1. Economically Disadvantaged	95	96	76	71
Number of students tested	19	27	21	24
2. Not Low Income	100	100	90	76
Number of students tested	23	12	21	21
3. Black (Not Hispanic)			79	58
	100	100		
Number of students tested	19	18	19	19
4. Hispanic	91	93	85	N/A
Number of students tested	11	12	13	11

	2003-2004	2002-2003	2001-2002	2000-2001
STATE MEAN SCORE	659	661	656	653

